



Fatima Jinnah Women University

City Campus (The Mall, Rawalpindi), Chakri Campus (Chakri Road, Rawalpindi)
Tel: +92-51-9292900 Email: info@fjwu.edu.pk Website: www.fjwu.edu.pk



Ref: FJWU/Reg/2025/ 456

Dated: April 30, 2025

NOTIFICATION

It is notified that FJWU Syndicate in its 80th meeting held on March 20, 2025, on the recommendation of 22nd Academic Council meeting held on January 08, 2025, has approved the Quality Assurance Policy Manual.

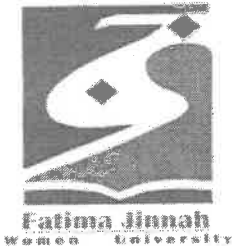

Naseem Akhtar
Registrar

Copy for information:

- PS to Vice Chancellor
- All Deans Offices
- All Departments
- QEC

Enclosed:

- Quality Assurance Policy Manual



Quality Assurance Policy



“Quality happens to have fundamental significance for the sustainability of human endeavors in the creation of both physical and social capital.”

Quality Enhancement Cell (QEC)
Fatima Jinnah Women University
Rawalpindi

Preface

Quality Assurance (QA) in higher education is essential for fostering excellence in teaching and learning across all stages of life. It involves systematic processes and rigorous practices that ensure highest standards in educational delivery. A strong commitment of FJWU to QA drives continuous improvement and innovation in pedagogical skills, curriculum design, instructional methodologies, and student support services. By implementing robust QA mechanisms, the institution has been striving to create a dynamic and responsive learning environment that addresses the diverse needs of students' personal enrichment and professional development. Moreover, a positive campus climate and supportive learning environment has enhanced the academic outcomes as well as has embedded QA principles by promoting equity, diversity, and inclusion (EDI) into its roots. This has contributed to the overall well-being of the educational community, preparing students to succeed in a rapidly changing global landscape. Moreover, the quality of higher education is considered a strategic factor universally in determining country's technological capabilities and driving social transformation.

The quality of education provided to Pakistan's female youth is central to Fatima Jinnah Women University's (FJWU) vision, mission, and goals. FJWU consistently upholds its mission through the unwavering dedication of its personnel, as evident from the comprehensive and chronologically consistent records of feedback from all stakeholders. The Quality Enhancement Cell (QEC), with the active support and collaboration of its stakeholders, ensures continuous improvement of quality performance indicators.

This manual outlines the procedures and policies in place to align with core QA principles and Pakistan's Precepts, Standards and Guidelines for Quality Assurance in Higher Education (PSG-2023), within academic departments and allied administrative offices. It also includes the Continuous Quality Improvement (CQI) mechanism and strategic initiatives for the long-term growth of quality assurance at FJWU and its affiliated colleges.

Prof. Dr. Bushra Yasmin
Director QEC-FJWU

Acknowledgements

The Quality Policy Manual is rooted in the policies and practices that QEC staff are trained to implement, ensuring alignment with the institutional quality assurance framework. QEC staff work across diverse domains, fulfilling their responsibilities to uphold and enhance quality standards throughout the institution. A central element of this framework is the Institutional Quality Circle (IQC), which actively contributes to the achievement of QEC's annual goals. This circle plays critical role in supporting academic programs, identifying areas for improvement, and developing sustainable solutions to drive continuous quality enhancement.

Table of Contents

Sr. No.	Description	Page No.
Section 1: Introduction		
1.1	Background	4
1.2	Vision	4
1.3	Mission	4
1.4	Goals	4
1.5	Quality Parameters	5
1.6	Mandate of QEC	6
1.7	Institutional Quality Circle (IQC)	7
Section 2: Processes and Procedures		
2.1	Assessment Mechanism	10
2.2	Review of Institutional Performance & Enhancement (RIPE)	18
2.3	Program Review for Effectiveness and Enhancements (PREE)	20
2.4	Reviewing Effectiveness of Quality Assurance & Accreditation Bodies (REQAAB)	22
2.5	Anti-Plagiarism and Turnitin Usage Policy	23
2.6	Research Publications Validation	24
2.7	National and International Ranking	26
Section 3: Grievance Redressal Mechanism		30
Section 4: Continuous Professional Development: Technology and Innovations		31
Section 5: Students Engagement		32
Section 7: Strategic Planning		33
Section 8: Annexures		

Section 1: Introduction

Office of Institutional Quality Assessment and Effectiveness (IQAE) Quality Enhancement Cell

1.1 Background

Quality Enhancement Cell (QEC) is part of FJWU vision for sustaining and improving the quality of service delivery, in order to live up to the expectations of the stakeholders including students, teachers, parents, employers and, above all, the nation. The QEC was established at FJWU in July 2007 and since then the quality related issues are being increasingly routed through this conduit, while simultaneously ensuring incremental, consistent, and sustainable expansion of the related measures. QEC itself is part of the landmark initiative of Quality Assurance Agency (QAA) of the Higher Education Commission (HEC) of Pakistan. We have been pro-actively adapting to the dynamic quality assurance mechanism by consistently improving its practices in all major components of newly adopted system of quality assurance by HEC, Precepts, Standards, and Guideline for Quality Assurance in Higher Education (PSG-2023) which embodies a holistic approach that aligns international benchmarks with the diverse challenges faced by Pakistani Universities, in collaboration with QAA UK, and promises more systematic and wide-ranging standards of quality assurance for institutionalizing quality culture at HEIs in Pakistan.

1.2 Vision

The Quality Enhancement Cell at FJWU envisions attaining the highest level of quality assurance in higher education and research by ensuring innovation, inclusivity and excellence in teaching and research.

1.3 Mission

To facilitate the academic departments for upholding the highest standards of teaching, research and administration by establishing a comprehensive quality assurance system for academic and administrative excellence based on informed decisions, continuous assessment and quality compliance at par with national and international accreditation standards, thereby positioning the university as a benchmark for excellence in women's education while facilitating the professional development of faculty and staff.

1.4 Goals

- Develop policies and procedures and ensure their implementation for an efficient quality assurance mechanism
- Maintain and enhance academic standards through monitoring and evaluation (M&E)
- Verify existing programs to ensure they meet their objectives and institutional goals
- Provide constructive feedback for quality assurance of academic programs
- Present academic programs for review by the various governing and accreditation bodies for each discipline and implement a robust program of evaluation
- Develop and implement strategic plans aligned with the vision and mission of the university
- Keeping the Higher Education Commission updated on all performance indicators
- Maintaining the data repository
- Initiating the ever-evolving educational trends and technologies for capacity building of faculty, staff and students at FJWU

- Ensure adherence to and implementation of all Quality Assurance standards of HEC across affiliated colleges.

1.5 Quality Parameters

Inclusive Quality Assurance

Fatima Jinnah Women University (FJWU) is committed to achieve excellence in quality higher education and research through its services and academic programs with highest standards of integrity and professionalism. The studentship with FJWU provides a forum for making valuable contributions to higher education quality management in Pakistan. The students' feedback on the contents and delivery of each course they register for is a process for overall quality management which begins in the first semester and continues even after their graduation: the alumni evaluation of the practical worth of their education. Hence, it is a shared responsibility of FJWU students and graduates to perform with a high sense of honesty and personal integrity.

Quality of Research

Fatima Jinnah Women University has adopted the HEC Anti-Plagiarism Policy to address the plagiarism cases across the board. The policy is available for all on the HEC and University website. QEC professionals are the integral part of Plagiarism Standing Committee of FJWU. The faculty members and students are apprised about the Turnitin Similarity Index reporting procedure and trained on how to avoid plagiarism in their writing assignments. With the advent of Artificial Intelligence, Cell has incorporated the AI detection in its similarity index count to maintain the integrity and ethical standards up by the users while using advance techniques. The Similarity Index Report Proforma is available on university website.

Quality of Teaching & Learning

For the implementation of academic quality standards in instruction, learning and research, QEC has established internal and external mechanisms for continuous improvement and a variety of assessment tools (Proforma 1-10), which help to assess and improve the quality of services and programs offered at the university. QEC facilitates departments in evaluation of courses, instructors and infrastructure through Teacher and Course Evaluation, Course Review Reports, Survey of Graduating Students, Faculty Satisfaction Survey and Faculty Resume. Moreover, QEC regularly conducts Institutional Performance visits and Postgraduate Program Review and a proper compliance procedure is also in place for continuous improvement. Furthermore, QEC regularly evaluates the events organized by academics departments and administrative offices as a continuous efforts to enhance the effectiveness and quality of events at FJWU.

Establishment of Quality Enhancement Cell-Affiliated Colleges (QEC-AC)

FJWU has successfully established QEC-AC under the patronage of QAA, HEC to monitor and align the quality standards in teaching and learning at affiliated colleges. Cell is playing the role of moderator in ensuring quality practices and has conducted three days Capacity Building Training Program in 2023 to orient affiliated colleges regarding quality assurance practices. Cell is also offering refresher courses for the faculty of affiliated colleges to reinforce knowledge and to upskill on new pedagogical information in coordination with respective departments at FJWU.

1.6 Mandate of Quality Enhancement Cell

1. The head of Quality Enhancement Cell (QEC) reports directly to Vice Chancellor. She will correspond with the outside bodies. She will also serve as Secretary of the Institutional Quality Circle (IQC).
2. QEC is responsible for prompting public confidence that the quality and standards of the award of degrees are enhanced and safeguarded.
3. QEC is responsible for the review of quality standards and the quality of teaching and learning in each subject area.
4. QEC is responsible for the review of academic affiliations with other institutions in terms of effective management of standards and quality of programs.
5. QEC is responsible for defining clear and explicit standards as points of reference to the reviews to be carried out. It should also help the employees to know as to what they could expect from candidates.
6. QEC is responsible to develop qualifications framework by setting out the attributes and abilities that can be expected from the holder of a qualification, i.e. Bachelors, Bachelor with Honors, Master's, MPhil, PhD.
7. QEC is responsible to develop program specifications. These are standard set of information clarifying what knowledge, understanding, skills and other attributes a student will have developed on successfully completing a specific program.
8. QEC is responsible to develop quality assurance processes and methods of evaluation to affirm that the quality of provision and the standard of awards are being maintained and to foster curriculum, subject and staff development, together with research and other scholarly activities.
9. QEC is responsible to ensure that the university's quality assurance procedures are designed to fit in with the arrangements in place nationally for maintaining and improving the quality of Higher Education.
10. QEC is responsible to apply for National and International Rankings
11. QEC is responsible to develop the SoPs and ToRs related with quality matters and procedures for the following (not limited to):
 - Continuous curriculum improvement
 - Approval of new programs
 - Annual monitoring and evaluation including program monitoring, faculty monitoring, and students' perception.
 - Department, Program and Subject review/assessments
 - Student, Employer and Alumni feedback
 - Quality assurance of Bachelors, MPhil, and PhD degree programs
 - Institutional performance review and assessment
 - Program specifications
 - Post graduate program review (GPR)
 - Validation of Departmental requests for NoC-postgraduate programs
 - Publication verification for promotion/selection and PhD research students
 - Administering turnitin and generating similarity index for students' and faculty research
 - Quality assurance of affiliated colleges
 - Quality related policy and surveys' review, filling and submission to HEC
 - Compliance of National Qualification Framework (NQF)
 - Maintenance of quality standards in Faculty & Student Support Services

1.7 Institutional Quality Circle



Fatima Jinnah Women University
City Campus (The Mall, Rawalpindi), Chakri Campus (Chakri Road, Rawalpindi)
Tel: +92-51-9292900 Email: info@fjwu.edu.pk Website: www.fjwu.edu.pk



Ref: FJWU/Reg/2024/786

Dated: November 15, 2024

Notification

In accordance with the revised Quality Assurance (QA) Framework (PSG-2023) established by the Higher Education Commission (HEC), the Institutional Quality Circle (IQC) has been constituted at Fatima Jinnah Women University, Rawalpindi, as outlined in the Pakistan Precepts Standards & Guidelines for QA in Higher Education (PSG-2023). Following are the members of the IQC:

S. No	Name	Designation
1	Vice Chancellor	Chairperson
2	Pro-Vice Chancellor	Member
3	Deans	Member
4	Registrar	Member
5	Director ORIC	Member
6	Controller of Examinations	Member
7	Director Student Affairs	Member
8	Head of Department	Members (Co-opted)
9	Student Council representatives (2)	Members (Co-opted)
10	Director QEC	Secretary


Jayaria Iftikhar
Deputy Registrar (Acad)

Copy to:

- Vice Chancellor's Office
- Person Concerned

ToRs of Institutional Quality Circle (IQC)

Fatima Jinnah Women University

Preamble

The institutional governance and quality framework of Fatima Jinnah Women University encompasses the Institutional Quality Circle (IQC). The IQC is a cornerstone and a key tool for the Institutional Quality Assessment and Effectiveness (IQAE) in establishing and facilitating quality culture within the institution. The IQC aims at nurturing a culture of quality, fostering collective ownership and shared governance in continuous quality improvement efforts. Aside from ratifying the institutional evaluation, the IQC convenes two to four times annually to oversee and advance the university's quality assurance initiatives. It serves as a dynamic platform for deliberating quality-related matters, fostering shared governance, and leveraging collective wisdom. By addressing challenges and capitalizing on opportunities, the IQC plays a crucial role in empowering the university to achieve continuous improvement and excellence. It will align with FJWU's vision, mission and Pakistan Precepts, Standards and Guidelines for Quality Assurance in Higher Education (PSG-2023), following guidelines from the Quality Assurance Agency (QAA), Higher Education Commission (HEC) from time to time.

Guiding Principles

- Quality is Everyone's Responsibility
- Quality and Learning Opportunity
- Quality and Contribution to Society
- Quality and Good Governance
- Quality and Accountability
- Quality and Change

Terms of Reference (ToRs)

1. **Monitoring External Quality Assurance Guidance:** To monitor all relevant external guidance and requirements related to quality assurance, initiating and coordinating action as appropriate
2. **Quality Policy Recommendation:** To recommend the Quality Policy for approval by the Academic Council of the university
3. **Strategic Implementation of Quality Policy:** To oversee the strategic implementation of the Quality Policy across all departments and programs, ensuring adequate resources and support structures are in place for effective execution, thereby enhancing the quality of students' learning experience and maintaining academic standards
4. **Development and Review of Academic Policy and Quality Framework:** To develop and regularly review the university's Academic Policy and Quality Framework, including systems, policies, and guidance for assuring and enhancing the quality of students' learning experience and maintaining academic standards, while managing the outcomes of these processes
5. **Oversight of Information for Applicants and Students:** To oversee the university's approach to ensuring the completeness, accuracy, reliability, and fitness for purpose of information provided to applicants and students
6. **Operational Oversight of Policy and Legislation:** To maintain operational oversight of academic and student-related policy and legislation, considering proposals for minor and operational legislative changes, consulting with legal services as appropriate
7. **Programmatic Changes and Approvals:** To review and consider proposals for the addition, withdrawal, suspension, or exceptional amendment of university programs of study, with routine actions to be reported to the committee
8. **Preparation of Quality Audit and Review Reports:** To ensure the preparation of Institutional Performance and Assessment Reports required for quality audits and reviews in alignment with RIPE/PREE standards

Composition of IQC

Vice Chancellor	Chairperson
Pro-Vice Chancellor	Member
Deans	Member
Registrar	Member
Director ORIC	Member
Controller of Examination	Member
Director Student Affairs	Member
Head of Department	Members (Co-opted)
Student Council representatives (2)	Members (Co-opted)
Director, QEC	Secretary

Quorum: 50 % of members of IQC

Section 2: Processes and Procedures

2.1 Assessment Mechanism

2.1.1 Teacher and Course Evaluation

Term of Reference (TORs) (Performa 1 & 10)

This TOR provides a comprehensive framework for conducting teacher and course evaluations, ensuring that the process is systematic, transparent, and responsive to the needs of students and faculty.

Introduction:

- To assess the effectiveness of teaching methods, course content, and instructor performance to improve the quality of education.
- Conduct of Teacher & Courses evaluations for every regular semester of the academic year.

Objectives:

- Evaluate the effectiveness of teaching methodologies employed by instructors
- Assess the relevance and clarity of course content in meeting learning objectives
- Identify areas for improvement in instructor performance and course delivery
- Gather feedback from students to enhance their learning experiences

Methodology:

- Through google forms as per prescribed proforma

Data Collection Process:

- Collection of timetables from the respective Academic Departments
- Preparation of individual google forms for each Department
- Verification of Google forms from respective Department Coordinator
- Sharing of google link to the students through Department Coordinator via Department email address.

Response Rate:

- A hundred percent response rate is ideal to maintain for all courses, however reports may be generated at the response rate of 85 % and above.
- If the response rate remains low after the initial verification, a reminder will be sent to the respective academic head to expedite improvements within a minimal timeframe.
- In continuation of attempt to gather full information, up to 3 reminders are being sent at three tiers level (departmental head, Dean and Vice Chancellors). Subsequently, the collected data will be deemed final for analysis.

Analysis & Reporting:

- Analysis of Data through Mean & Standard deviation for a class of 10 and more than 10 students.
- Stander Deviation does not apply for the class of less than 10 students.
- Preparation of consolidated reports to be shared with the Vice Chancellor for approval followed by sharing with respective Deans and Academic Heads for further necessary actions and corrective measures. Faculty members receive their reports in due time individually on prescribed format.

Sharing, Feedback and Action Planning:

- Sharing of reports to Dean and Chairperson with request to take actions based on evaluation findings to address areas needing improvement.
- Submission of minutes by the departments to QEC as a compliance report following pre- and post-sensitization meetings with faculty and students, aimed at closing the feedback loop, disseminating best practices, and proposing alternative improvement strategies including curriculum revisions.
- Make the consolidated reports part of SAR and keep them in annual Assessment Visit
- Departments will conduct Board of Studies meeting for approval of changes in curriculum in the light of evaluations reports and keep the record of percentage change in curriculum made every year.
- Departmental head will guide/counsel faculty members or an evaluation lower than 3 and will provide opportunity to respective faculty member to participate in pedagogical/subject-specific trainings to improve their teaching methodology.
- If an in-house faculty member receives a below average score for two consecutive semesters, the respective Dean may take necessary action to support respective faculty member, as deemed appropriate.
- If a visiting faculty member receives a below average score in two subjects or in consecutive semesters, they will not be considered for hiring in the subsequent semester. However, they may become apply with a gap of a semester after providing a certificate of completion for pedagogical or subject training workshops.

Timeline:

- Evaluation process initiated by the collection of time table before Midterm week.
- Sharing of google forms in the 15th week of semester
- The collection of responses will take place within one week. However, it is ensured that the response collection will be completed before the commencement of the final examinations.

Confidentiality All information will be handled with strict adherence to confidentiality practices.

2.1.2 Faculty Satisfaction Survey

Term of Reference (TORs) (Performa 5)

Introduction:

- To assess faculty satisfaction levels regarding various aspects of their roles and working environment.
- Conduct of Faculty Satisfaction Survey for every calendar year.

Objectives:

- Evaluate faculty satisfaction levels regarding workload, professional development opportunities, and support services.
- Identify areas of strength and areas for improvement in institutional policies and practices related to faculty satisfaction.
- Gather feedback from faculty to inform strategic planning and decision-making processes aimed at enhancing faculty well-being and institutional effectiveness.

Methodology:

- Through google forms as per prescribed surveys/questionnaires
- Data will be collected anonymously to guarantee genuine feedback.

Data Collection Process:

- Google forms is shared with every regular faculty member through respective Department Coordinator

Response Rate:

- 95 % response rate is ideal and effort should be made for maximum response.

Analysis & Reporting:

- Analysis of quantitative data through Mean & Standard Deviation.
- Analyze qualitative information/opinion of faculty members by identifying recurring themes and summarizing findings while maintaining anonymity.
- Preparation of report for Deans and Academic Heads on prescribed format.

Sharing, Feedback and Action Planning:

- Sharing of reports with Dean and Chairperson with request to deliberate on the survey findings to address areas needing improvement
- Make the consolidated reports part of SAR and keep them in annual Assessment Visit
- Submission of minutes by the departments to QEC as a compliance report following pre- and post-sensitization meetings with faculty, aimed at closing the feedback loop, disseminating best practices, and proposing alternative improvement strategies.
- Presentation of pertinent findings to relevant offices to tackle areas requiring improvement for faculty support

Timeline:

- Data Collection for Faculty Satisfactions Survey initiated in Jan- Feb every year.
- Primarily response collection within one month.
- To ensure an accurate response rate, a follow-up email will be sent within one week following the deadline, with copies sent to the Director and Dean for appropriate action.
- The response collection will be deemed finalized within a two-month timeframe.
- Comprehensive Evaluation Report (CER) will be prepared and shared in month of April after the approval.

Confidentiality All information will be handled with strict adherence to confidentiality practices.

2.1.3 Alumni/Employer survey

Term of Reference (TORs)

Introduction:

To assess the quality of FJWU graduates and to improve the curriculum of academic programs, alumni and employers' surveys are conducted annually.

Objectives:

- To determine the scope of alumni in the job market
- To check the satisfaction level of employers towards FJWU alumni
- To identify gaps to improve curriculum and align academic program with the need of industry
- To monitor the compliance of gaps

Methodology:

- To collect data on prescribed google forms
- To prepare reports and share with relevant departments
- To monitor the compliance of findings

Terms of Reference:

Alumni/Employer survey involves following steps:

- QEC collects information of alumni and employer from respective departments
- QEC prepares google forms of alumni and employer survey with necessary revision as and when required
- QEC collect data while adopting different strategies to strengthen the information mentioned below:
 - To send individual emails to all alumni and employers
 - To conduct meetings with departmental focal persons to improve the response rate
 - To get activated WhatsApp groups by all departments for their alumni
 - To conduct meetings with placement office and ORIC to strengthen employer information
- QEC compile, analyze the data and prepare a report with all findings of alumni and employer

- The reports are shared with academic departments for further necessary action
- The departments submit compliance report of the findings shared through survey reports

2.1.4 Graduating survey

Term of Reference (TORs)

Introduction:

To assess the satisfaction level of FJWU graduates and to improve the curriculum and institutional facilities survey of graduating students is conducted annually. The survey is filled by all final year students to take their feedback towards quality of education provided at FJWU.

Objectives:

- To gauge the students viewpoint on quality of education, soft skills and campus climate
- To check the satisfaction level of graduating students
- To identify gaps to improve curriculum, infrastructure and campus climate
- To monitor the compliance of gaps to improve student engagement

Methodology:

- To collect data on prescribed google forms
- To prepare reports and share with relevant departments
- To monitor the compliance of findings

Terms of Reference:

Graduating survey involves following steps:

- QEC prepares google forms of Graduating survey with necessary revision as and when required
- QEC collects data of graduating surveys while sharing link of survey with Department Coordinators
- QEC compile, analyze the data and prepare a report with all findings of graduating students
- The reports are shared with academic departments for further necessary action
- The departments submit compliance report of the findings shared through survey reports

2.1.5 Faculty Course Review Report

Term of Reference (TORs) for Performa 2

Introduction

The Faculty Course Review Report is to be filled out by the Course Instructor for each course offered at the time of course completion and submitted to the Department - along with the Course file/folder after each semester in soft copy via sharing google drive link. The practice is being conducted for each semester. The performa covers the instructor's feedback on the course's aspects, entailing the quality of the curriculum, assessment procedures, course enhancement, appropriateness, and charting any changes in the course outline during teaching.

Objectives

- The objective of the proforma is to gauge the instructor's feedback on the quality aspect of the course from the learning, teaching and management perspectives.

Methodology

- Instructors fill out soft copies of the proforma 2 for each course at the end of every semester.

Data Collection Process

- Proforma 2 is part of completing course files for every course offered in the department. So, data is fetched from the course files maintained by the department.

Response Rate

- Providing proforma 2 faculty course review reports for each course offered in the department is mandatory.

Sharing, Feedback, and Action Planning

- The academic department must have consultation session with faculty members to discuss potential revisions/updates in curriculum based on course review reports and make an action plan to improve the curriculum.
- Number of courses revised and percentage of curriculum improved in the light of reviews to be reflected in minutes of respective statutory body (BoS in this case) and approval of all amendments in curriculum to be sought from all statutory bodies.
- QEC will analyze the data provided in the course files for indicators of course outline, faculty course review report (Proforma 2), assignments (best/worst), quizzes (best/worst) final project (best/worst) question-papers (mid & final term), supplementary materials, and results.
- Based on the Proforma 2 and respective curriculum changes, a consolidated analysis report to be prepared by QEC for each year and measures taken to address the findings of these surveys for submission to HEC in QEC annual scorecard.

Timeline:

- Data Collection for Proforma 2 Faculty Course review report is conducted twice a year at the end of each semester. Faculty are intimated via email to the department about the submission of course review perform. Visiting faculty submit their file along with the result submission of the respective course.
- The timeline for closing the course file activity is January-February for Fall semester, and July-August for Spring semester.

Program Review for Effectiveness and Enhancement (PREE)

2.1.6 Assessment Process

Term of Reference (TORs)

Introduction:

To assess the quality of academic programs, assessment process is executed for all programs (undergraduate and postgraduate) offered at Fatima Jinnah Women University (FJWU).

Objectives:

- To monitor the progress of each program based upon eight criterion
- To monitor Postgraduate Programs on prescribed Program, students and Faculty proforma
- To identify the gaps towards the further improvement of programs
- To address gaps at Institutional Quality Circle (IQC) level to take necessary measures

Methodology:

- Assessment Reports (ARs) are prepared on following eight Standards:
 - Standard 1: Programme mission, objectives and outcomes
 - Standard 2: Curriculum design and organization
 - Standard 3: Subject-specific facilities
 - Standard 4: Student advising and counselling
 - Standard 5: Teaching faculty/staff
 - Standard 6: Institutional policies and process control
 - Standard 7: Institutional support and facilities
 - Standard 8: Institutional general requirements
- For Graduate Program Review (GPR), in addition to above, Program, faculty and students proformas to be filled to monitor the following:
 - Sufficient faculty members in the program
 - Balanced supervisor/supervisee ratio
 - Proper maintenance of student and faculty files
 - Mechanism of Admission test
 - Annual targets compliance
- Assessment Team will be comprised of externals including Subject and GPR expert and internal member(s) of PGPR Committee of FJWU
- Assessment Team (AT) shares its findings based upon above mentioned criteria
- Departments prepare rectification plan to address the findings of AT

Terms of Reference:

Assessment Process involves following steps:

- QEC gets nomination of Program Team (PT) members including the focal persons for GPR from Departments

- Program Teams to be notified by Registrar Office
- QEC gets nominations of subject expert from academic Departments, as per requirement
- QEC gets approval of Assessment Team from the Competent Authority
- Training of focal persons/program teams by QEC, when and where required
- Program Team prepares Assessment Report/s (AR) of respective programs and GPR forms
- Departments share Assessment Report/GPR Forms with QEC and external members well before the conduct of visit
- The assessment visits/GPR (PREE) will be scheduled with due consultation of AT, departments, QEC and respective Dean for External Quality Assurance
- QEC gets approval of logistics (venue, refreshment, honorarium) to conduct on-site visit
- Departments get security clearance of external members of AT
- Departments deliver a presentation while covering all Criterion mentioned above and rectification plan of previous visit's findings
- External members provide their findings in form of Implantation Plan (IP)
- QEC gets the IP signed after presenting it to all participants
- Departments exit the visit after finalization of IP
- QEC gets the rubric form/report filled by the external members
- To ensure continuous quality improvement (CQI), QEC presents the findings of all department to the IQC for compliance
- QEC shares the final IP with respective academic and administrative departments for further necessary action
- Department ensure compliance of assessment visit findings before the conduct of next visit and submit rectification plans well before the end of respective fiscal year

2.2 Review of Institutional Performance & Enhancement (RIPE)

Term of Reference (TORs)

Introduction:

To assess the quality of institution, Review of Institutional Performance & Enhancement (RIPE) Process is carried out annually. The process is outlined by HEC to achieve the desired certification in the provision of quality higher education through Pakistan's Precepts, Standards and Guidelines for Quality Assurance (PSG-2023). The RIPE process is based upon HEC manual comprising detailed mechanism to execute the process of preparation of EFB (Existing, Future and Best Practices) Toolkit by Institutional Performance Report (IPR) Committee.

Objectives:

- To monitor the quality of academic and administrative offices based upon 16 standards of PSG-2023
- To prepare implementation plans based upon findings of all standards
- To share the findings with relevant stakeholders for further necessary action
- To prepare compliance report of findings based upon actions taken over time

Methodology:

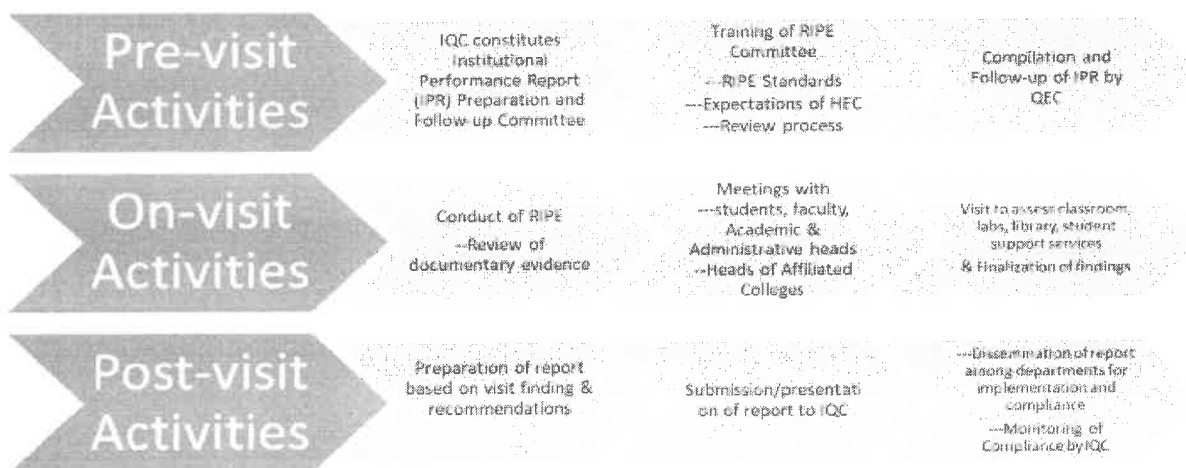
- The EFB Toolkit is prepared on following 16 standards:
 - Standard 1: Vision, mission, goals and strategic planning
 - Standard 2: Governance, leadership and organisation
 - Standard 3: Institutional resources and planning
 - Standard 4: Audit and finance
 - Standard 5: Affiliated colleges/institutions
 - Standard 6: Internationalisation of higher education and global engagement
 - Standard 7: Faculty recruitment, development and support services
 - Standard 8: Academic programs and curricula
 - Standard 9: Admission, progression, assessment, and certification
 - Standard 10: Student support services
 - Standard 11: Impactful teaching and learning and community engagement
 - Standard 12: Research, innovation, entrepreneurship and industrial linkage
 - Standard 13: Fairness and integrity
 - Standard 14: Public information and transparency
 - Standard 15: Institutional effectiveness, quality assurance and enhancement
 - Standard 16: CQI and cyclical external quality assurance
- IPR team is constituted for preparation of Institutional Performance Report (IPR) based on EFP Toolkit
- Team share its report for Internal Review with QEC
- QEC arranges External Review to evaluate institutional performance
- The findings of review to be presented to IQC for further necessary action
- Departments submit compliance to address the findings of RIPE

Terms of Reference:

Review of Institutional Performance & Enhancement (RIPE) Process involves following steps:

- QEC conduct training of academic and administrative departments' focal persons for preparation of IPR, when and where needed
- The respective offices submit information based on the EFB toolkit for internal review by QEC
- QEC conduct the internal review for accuracy and standard check of IPR
- QEC get the IPR review team approved and notified for external review
- QEC conducts External Review in due consultation of IPR team
- The review team conducts a complete audit of institution in light of submitted evidence
- The team conducts sessions with students and faculty and visit university facilities
- The team monitors the compliance of previous visit
- The team prepares a report to present to the Vice Chancellor
- QEC prepares implementation plan for onward submission to IQC to ensure Continuous Quality Improvement (CQI)
- QEC presents the reports to relevant offices for further necessary action
- QEC submits all required documents to HEC

Process for RIPE



2.3 Post Graduate Program Review (PGPR)

Postgraduate Program Review is conducted by PGPR Committee in coordination with QEC at FJWU. A separate Postgraduate Manual¹ has been developed and annually updated based on new directions, policies and practical implications of rules and regulations of postgraduate programs at FJWU. The quality standards are usually maintained higher than minimum bar at FJWU.

MPhil & PhD Program Review Committee-FJWU

Terms of Reference (TORs)

Background

Quality Assurance Agency (QAA), Higher Education Commission, reviews research degree programs of all Higher Education institutions (HEIs) to ensure the quality standards. QAA through this platform, monitors the fulfillment of minimum criteria of offering MS/MPhil & PhD degree programs and ensures that there is no violation of HE Provided rules practice in His. In this regards, QAA, HEC has provided baseline proformas related to research students, faculty and program. QAA requires these proforma to be filled by all relevant degree programs offered in an institution annually and submit compliance review report to Higher Education Commission on the basis of well-developed proformas by the HEC. In addition to this, Violation of Rules in the Award of PhD Degree by HEC are also being examined on the basis of information provided by the PhD Programs of FWU annually, on the specified proformas.

Overall Objectives

- To monitor that all research degree programs ensure quality teaching and research
- To monitor the compliance of findings submitted by FJWU-MS/MPhil & PhD review Committee
- To monitor new MPhil/PhD Program launching at FJWU
- To identify future needs of FJWU to improve the services to Higher Education sector
- To provide relevant information to Quality Assurance Agency, Higher Education Commission on prescribed proformas

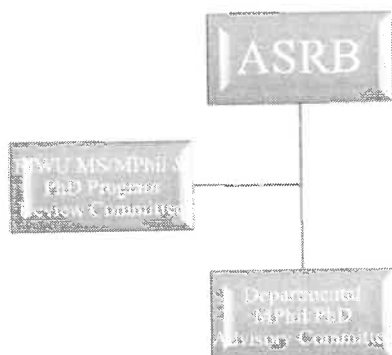
Committee Constitution: January 29, 2018

Committee Composition

Prof. Dr. Bushra Yasmin	Chair		
Prof. Dr. Sadia Hina	Member	Dr. Muhammad Mumtaz	Member
Dr. Ishrat Saddiqa	Member	Deputy Registrar (Acad.)	Member
Dr. Sajida Naz	Member	Deputy Director, QEC	Secretary
Dr. Saadia Ishtiaq	Member		

¹ <https://qec.fjwu.edu.pk/index.php/category/postgraduate-program-review-pgpr/>

Administrative/Technical Committees Hierarchy



Quorum: 50%

Scope of Work:

1. To conduct MS/MPhil & PhD Program Review annually:
 - a. Program review committee in collaboration with QEC conducts the review of postgraduate programs
 - b. QEC sought approval of PGPR and compliance visits
 - c. Departments compile data on prescribed proformas
 - d. Three days activity is conducted for PGPR where PGPR team along with QEC staff conduct review and identify gaps
 - e. Separate sessions with students and faculty members are conducted for EDI
 - f. Team visits departments for policy compliance annually
 - g. Sessions and compliance visit reports are shared with the IQC for sensitization, directions and facilitation
 - h. Sharing of final report and compliance of previous year with HEC
2. To prepare & update MS-MPhil & PhD Policy Manual FJWU annually
3. To seek approval of updated quality assurance Manual from statutory bodies (ASRB & Academic Council) on a regular basis, preferably annually
4. To put up self, students, faculty, alumni & employers observations on policy and practices in MS-MPhil & PhD Program at FJWU and submit recommendations for rectification to IQC
5. To collect and collate relevant information from the departments based, on the HEC profiled proformas for faculty, students and program file
6. To conduct awareness meetings on MS/MPhil & PhD Program Review, with focal persons and Head of Departments, when and where needed
7. To prepare the Review report, and submit to QAA, HEC, after approval of the Competent authority
8. To share salient features of Review Process summary with respective departments for necessary actions (where needed)
9. To prepare and submit annual report on the PhD supervision Policy to the Vice Chancellor and to present in AS&RB, FJWU for review (as the case may be), based on the HEC proforma

10. To check the compliance of Review mechanism after one year and submission to QAA, HEC after one year by QEC
11. To monitor and review the documents to be submitted for NOC to HEC for launching new MS-MPhil & PhD Program
12. To prepare and revise documents prepared by the committee in the light of revisions suggested/conveyed by HEC
13. To perform the advisory role to the Departmental Advisory Committee and AS&RB, when and where needed
14. To liaison with admission office and academic departments, in advisory capacity, for number of MS-MPhil & PhD seats to be advertised
15. To deal with policy related matters of postgraduate programs at FJWU

2.4 Accreditation

Accreditation of higher education institution (HEI) programs is crucial for ensuring academic quality, accountability, and continuous improvement. It provides a structured framework to evaluate whether a program meets established standards of excellence in terms of curriculum, faculty qualifications, learning outcomes, and infrastructure. Accreditation enhances the credibility of degrees, fosters trust among stakeholders—such as students, employers, and regulatory bodies—and ensures that graduates are equipped with the knowledge and skills necessary for the workforce. Additionally, it promotes transparency, encourages innovation in teaching and learning, and aligns academic programs with evolving industry standards, thereby supporting both institutional growth and student success in a competitive global environment.

FJWU received accreditation from following bodies regularly:

Accreditation of Programs from relevant Councils

Name of Department	Accreditation Body	Status (2024)
Computer Sciences	National Computing Education Accreditation Council (NCEAC)	Accredited
Software Engineering	Pakistan Engineering Council (PEC)	Accredited
Electronic Engineering	Pakistan Engineering Council (PEC)	Accredited
Education	National Accreditation Council for Teacher Education (NACTE)	Accredited
Law	Pakistan Bar Council	Provisionally Accredited
Bachelor of Environmental Sciences	National Agriculture Education Accreditation Council (NAEAC)	In process
Education (Sir Syed College Wah Cantt, affiliated with FJWU)	National Accreditation Council for Teacher Education (NACTE)	Accredited

2.5 Anti-Plagiarism and Turnitin Usage Policy

Theses processing through Turnitin Software

Term of Reference (TORs)

Introduction:

To assure quality of research, Quality Enhancement Cell (QEC) at Fatima Jinnah Women University uses Turnitin software to check the similarities in research work. All theses at undergraduate and postgraduate level are processed through this software and Vivas are conducted after clearance of theses for all type of similarities.

Objectives:

- To maintain the quality of research work of FJWU students
- To process research papers of faculty members applying for grants
- To ensure the compliance of Anti-Plagiarism Policy Version-2 of HEC

Methodology:

- To collect Turnitin forms A & B
- To run all research work through the software
- To generate reports and issue certificates

Terms of Reference:

Theses processing through Turnitin Software involves following steps:

- QEC shares the mechanism of thesis submission and turnitin forms (Form A & B) with academic departments to be filled by supervisor and supervisee
- Supervisor shares thesis to process for similarity index report generation while department shares Proforma A via departmental email address keeping supervisor in cc for the information, after verifying approved title from respective ASRB minutes/PhD Supervisory Letter issued by ASRB
- QEC will share similarity index report with supervisor while cc to departmental email id
- In case of high similarity index (more than prescribed HEC limit) re-submission of thesis must be done within 2 weeks. In case of failure to meet the required similarity index within the prescribed timeline, the student will automatically go on extension.
- Keeping in view the large number of theses received in QEC, the theses processing time may reach to 5 -7 working days.
- QEC will issue Similarity Index (SI) report along with certificates to postgraduate students through email to supervisor while keeping the Department in cc however, for undergraduate students, only SI report is issued
- Student, after receiving Similarity Index Report, will print complete thesis and send 1 hard copy of complete thesis through the department to QEC for onward submission to Exam Office (hard copy) with intimation IOM (only) to the department. The soft copy of full thesis to be sent by supervisor directly to QEC

- There are maximum three chances to get a thesis clear for similarity
- The thesis will lead to Plagiarism Standing Committee (PSC) if not get cleared for third attempt
- The PSC will take decision after reviewing the case which will be conveyed to the supervisor and departments for further necessary action to convene a successful defense

For PhD scholars:

- For PhD thesis, supervisor will submit his/her supervisory letter issued by ASRB, along with thesis for plagiarism check.
- For PhD Synopsis a record of the number of plagiarism check attempts by QEC will be maintained for reference.

For MPhil and MS scholars:

- QEC cross-checks the approved titles and supervisor/co-supervisor of thesis from the minutes of respective ASRB before generating the report.

2.6 Research Publication Validation

Term of Reference (TORs)

The verification of academic publications is one of the important domains of Quality Enhancement Cell. This term of reference (TORs) outlines the scope, responsibilities and process involved in the verification of research output in terms of publication and artwork by QEC. The purpose is to establish a standardized framework for confirming that publications and research work are properly categorized and meet the HEC's criteria for recognition. It is therefore, necessary to establish a clear framework for the verification of academic publications, ensuring that the processes are standardized, transparent, and aligned with national quality standards

Objectives:

- Verification of Journal and published articles as per HEC criteria.
- Verification of Art work exhibition.
- Ensure compliance with quality standards and approved policies.

Scope:

- Verify all forms of mandatory academic publications, including journal articles, books, book chapter and artworks.
- Verify research outputs against applicable HEC criteria in accordance with date of publication
- Verification of publication details against recognized academic databases to ensure authenticity and compliance.
- Necessary documentation for verification includes proof of publication (e.g. PDFs, or DOI links), detailed citation information, and any relevant evidence.
- Necessary documentation for verification of art work includes proof of exhibition, artist' work, detailed exhibition information, and any other relevant evidence.

Methodology:

- QEC conducts an initial review to ensure that all necessary documents and information are submitted, requesting any additional documents or information as needed.
- A designated official not below the rank of grade 17 of QEC verifies the research work based on established criteria.
- Verified publications are documented.

Deliverables:

- A detailed list of all verified publications and artworks, categorized accordingly delivered to the relevant office or department. For digital submissions, this list is provided via an official email from the QEC. For hard copy submissions, the list includes a signature and stamp for verification, on the prescribed proforma
- Supplementary comments or remarks provided as needed, to clarify or enhance the feedback.

Timeline:

- The verification process occurs over a timeline of 7 working days, encompassing a submission period, an initial review phase, a detailed assessment phase, and the distribution of feedback along with final reporting, for publications other than Faculty promotion and DTRC cases which takes up to 15-30 days, respectively.
- Depending on the volume of work and the availability of resources, the timeline may be extended as necessary to ensure thorough evaluation.

Confidentiality:

- All information will be handled with strict adherence to confidentiality practices, ensuring that sensitive data remains protected throughout the verification process and later.

2.7 National/International Rankings

Term of Reference (TORs)

Introduction

National and International university rankings serve as a gateway for the university to establish a reputation among its competitors. QEC at FJWU is determined to develop a comprehensive and strategic approach to the university's participation in national and international ranking systems, such as the HEC Ranking, THE Impact Ranking, THE World Ranking, QS Asia Ranking, QS World Ranking, WURI Ranking, and UI-Green Metric Ranking. The rankings serve dual purpose by not only reflecting university's strengths but also help in identifying its weakness which needs improvement with due course of action. This leads to enhance university's national and international standing, continuously assessing performance and recognizing new development opportunities.

Objectives

- To thoroughly analyze the criteria and methodologies various national and international ranking bodies use.
- To identify key indicators of the ranking criteria.
- To chalk down a comprehensive action plan and timeline for preparing and submitting the ranking applications.
- To acquire relevant skills to apply for rankings through trainings, workshops etc.

Methodology

- Ranking Teams and Focal Persons to be notified for each Ranking
- Data collection from all relevant offices/departments that includes academic departments, administrative units, and research centers
- Ensure the accuracy, consistency, and completeness of data across all required indicators
- Address any queries or requests for additional information from the ranking organizations promptly
- Maintain a centralized database for efficient data management and reporting

Participation

- FJWU participates in multiple rankings. The details of all rankings with timelines and responsible officials are provided below:

National and International Rankings FJWU

Sr. No.	Ranking Name	Standard Date/Month of Opening Portal for Submission	Standard Date/Month of Submission Deadline
1.	Times Higher Education World Ranking	8 January, 2024	30 March, 2024
2.	UI Green Metric Ranking	22 May, 2024	31 st October, 2024
3.	Times Higher Education Impact Ranking	16 September, 2024	11 November, 2024
4.	WURI Ranking	26 September, 2024	15 December, 2024
5.	QS Asia Ranking	November, 2024	09 February, 2025
6.	QS World Ranking	November, 2024	09 February, 2025
7.	HEC Ranking	Annually	-

Specific additional steps required for each ranking are outlined below:

1. THE Impact Ranking:

- Meetings with focal persons of Academic Departments to strategize the available SDGs information.
- An annual SDG Report of Fatima Jinnah Women University to be prepared in collaboration with SDGs Research & Resource Centre (SRRC). Detail of SDGs is provided below:

SDG 1: No Poverty	Goal 10: Reduced Inequalities
SDG 2: Zero Hunger	Goal 11: Sustainable cities and Communities
Goal 3: Good Health and Well Being	Goal 12: Responsible Consumption and Production
Goal 4: Quality Education	Goal 13: Climate Action
Goal 5: Gender Equality	Goal 14: Life Below Water
Goal 6: Clean Water and Sanitation	Goal-15: Life on Land
Goal 7: Affordable and Clean Energy	Goal 16: Peace, Justice and Strong Institution
Goal 8: Decent Work and Economic Growth	Goal 17: Partnership for the Goals
Goal 9: Industry Innovation and Infrastructure	

2. QS World and Regional Ranking:

- Preparation of list of academicians and employers from Academic Departments and administrative offices
- Seeking the consents from all academician and employers individually to get an impactful response and sharing their contact details with QS Team for academic and employers reputation surveys

Parameters of QS World and Regional Ranking are provided below:

1. Academic Reputation	6. International Research Network
2. Citations per Faculty	7. International Student Diversity

3. Employer Reputation	8. International Student Ratio
4. Employment Outcomes	9. Faculty Student Ratio
5. International Faculty Ratio	10. Sustainability

3. World Universities with Real impact (WURI) Ranking:

- Meetings with relevant Academic Departments to strategize the available innovative projects.
- Ensure the collection and compilation of impactful projects.
- Submission of projects under multiple categories.

Parameters of WURI Ranking are provided below:

(A1): Student Support and Engagement	(A8): Support for Global Resilience
(A2): Student Mobility and Openness	(B1): Leadership
(A3): Industrial Application	(B2): Funding
(A4): Entrepreneur Spirit	(B3): Infrastructure/Technology
(A5): Crisis Management	(B4): Symbol/Promotion
(A6): Social Responsibility	(B5): Culture/Values
(A7): Generative AI Application	

4. UI Green Metric Ranking:

Parameters of WURI Ranking are provided below:

1. Setting & Infrastructure	4. Water
2. Energy & Climate Change	5. Transportation
3. Waste	6. Education & Research

5. HEC Ranking:

Parameters of HEC Ranking are provided below:

A. Quality Assurance	D. Financial and E-Governance
B. Teaching and Learning Environment	E. Social Integration and Community Development
C. Research	

Analysis & Reporting

- Preparation of detailed documentation to support the data submitted, including evidence of academic departments, administrative offices and research centers.
- Advisory meetings of QEC to finalize data
- Ensure timely submission of all required documents and data to the ranking bodies
- Response rate to be ensured at 100%

Sharing, Feedback and Action Planning

- Develop a communication plan to share ranking results and insights with the university community and external stakeholders
- Utilize ranking outcomes to promote the university's strengths and achievements in marketing and public relations efforts
- Placement of Ranking findings, gaps identified and future roadmap with Institutional Quality Circle

Ethical considerations

- Adhere to the highest ethical standards in data collection, reporting, and communication.
- Maintain transparency, confidentiality and integrity throughout the ranking application process.

Timeline

- Keep a periodic check on the ranking websites for calls for applications.
- Follow the timelines as provided by the ranking agency.
- Follow the preliminary preparation of data based on the previous year's parameters for ranking.

Section 3: Grievance Redressal System

Fatima Jinnah Women University has established rigorous grievance redressal mechanism for Students, Faculty, Staff and Procurement. The grievance redressal committees are constituted and are fully functional with approved ToRs.

- A separate Grievance Redressal Committee (Post-Graduate Program) has been constituted to deal with the concerns of students in the domain of research and examination system, based on impartiality, genuinity of the grievance and accuracy of the submitted evidences.
- Students' grievances are also recorded during annual Students Sessions of RIPE & PGPR and effectively dealt with IQC/performance audit committee followed by compliance report and dissemination among academic departments and administrative offices respectively.
- The counselling sessions of all students are a regular feature which take place every month at departmental level with duly appointed faculty as counsel members for each badge. The career counselling sessions are also arranged for the guidance purpose for students.
- The grievances submitted to the grievance committees are decided and recommended for the approval of the competent authority by the committee in the prescribed manner and timeline as per its approved Terms of References (TORs).

Grievance Redressal Mechanism

- Post-graduate students can submit their grievance on the prescribed proforma (Annex. XIV)², along with evidence (s) on the following email address: grievance_pg@fjwu.edu.pk
- For general grievance students submit grievance to the committee chair
- For exam related grievances student submit grievance to the respective academic department for further necessary action

² Reference Postgrad students' manual available on FJWU website. <http://fjwu.edu.pk/downloads>

Section 4: Continuous Professional Development: Feedback Mechanism, Technology and Innovations

The QEC is committed to fostering continuous professional development for staff, academic programs, administrative offices, students, and all stakeholders through well-structured feedback mechanisms.

- Annual compliance visits to academic departments and administrative offices ensure adherence to quality standards. A compliance checklist is maintained to get regular feedback from respective stakeholders.
- The QEC collaborates with stakeholders—including students, faculty, and staff—to develop and implement continuous improvement plans through feedback and need assessments.
- Student engagement is heightened by conducting surveys on student support services, campus climate, student belonging, and soft skills, which inform system improvements. This feedback and compliance process effectively identifies gaps, guiding the IQAE/QEC's efforts toward ongoing improvement for all stakeholders.
- To integrate technology and innovation into these processes, the university's Learning Management System (LMS) provides a state-of-the-art platform for smart, transparent, and efficient conduct of monitoring and evaluation and desirable outcomes.
- QEC also supports faculty and administrative staff through orientation sessions and workshops on new HEC policy standards, academic integrity, outcome-based learning, and advances in technology. The initiatives to empower staff to utilize Generative AI (GAI) tools for personal and professional growth and training faculty for Outcome-based Education have also been the part of its continuous professional development. Furthermore, to improve capacity of PhD supervisors QEC in collaboration with PRC conduct capacity building training of PhD faculty.
- To support its affiliated colleges, orientation sessions, sensitization campaigns, trainings and workshops are the regular features of QECAC cell.
- These efforts directly contribute to SDG #4: Quality Education, equipping faculty and staff at the university and its affiliated colleges with the skills to impart Outcome-Based Education, integrate GAI into research, curriculum development, and teaching while maintaining academic integrity. Administrative staff, such as department coordinators, are also trained in leveraging GAI to streamline processes, improve communication, and optimize resource management. By harnessing GAI's potential, the initiative promotes innovation, efficiency, and excellence in both academic and administrative domains, aligning with the university's sustainability goals adhering to the academic integrity.

Section 5: Students Engagement

Quality Assurance (QA) in higher education is essential for fostering excellence in teaching and learning throughout all stages of life. It involves systematic processes and rigorous practices to ensure high standards in education. By conducting regular evaluations—such as course, teacher, program, graduate, and employer surveys, as well as self-evaluations—institutions drive continuous improvement in pedagogical skills, curriculum design, instructional methodologies, and student support services. Robust QA mechanisms help create a dynamic, responsive learning environment that caters to the diverse needs of both traditional students and lifelong learners seeking professional development or personal enrichment.³

- **Empowering Student Leadership and Administrative Skills:** Students are steering FJWU-clubs and societies in leadership positions as president, secretary, treasurer, and coordinators. Students Executive Body on Student Council for Academic Learning and Enhancement (SCALE) format of PSG-2024 is being formed and they are getting opportunities as co-opted members of various policy-decision making bodies at FJWU. Moreover, students are given the opportunity to work in different offices on a volunteer basis to sharpen their administrative skills.
- **Fostering an Inclusive and Supportive Learning Environment:** A supportive campus climate and a conducive learning environment is provided to enhance academic outcomes while embedding QA principles by promoting equity, diversity, and inclusivity (EDI). The focus on EDI not only contributes to the well-being of the educational community but also prepares students to thrive in a rapidly changing global landscape.
- **Comprehensive Student Support Services for Empowerment:** Student support services (SSS) play a pivotal role in enhancing students' contributions and learning experiences at higher education institutions (HEIs). At FJWU, comprehensive student support services including career counseling, mentorship programs, financial aid, scholarships, microenterprise initiatives, micro-counseling etc. are being provided by the respective offices (as per given flow chart). These services empower female students, fostering a sense of belonging and inclusion.
- **Needs-Based Support Systems for Holistic Development:** Given the growing focus on diversity and inclusion, conducting individual-specific needs assessments and maintaining a well-integrated system of student support services is crucial. The university helps students enhance their soft skills, facilitating their personal and professional development. This investment in student support fosters excellence in learning and management. By offering opportunities for leadership, students are encouraged to take responsibility and contribute to policy-making around campus safety and value addition.
- **Student Belonging and Soft Skills Surveys for Enhanced Engagement:** One of QEC's key initiatives is conducting a student belonging survey to assess students' sense of belonging; awareness of available support services; soft skills survey. This motivates students to participate in programs and activities, inspiring them to take on leadership roles and become agents of change within the university community.
- Students Affairs Office plays a pivotal role in providing students multiple opportunities & facilities.

³ <https://studentservices.fjwu.edu.pk/>

Section 7. Strategic Planning



**Fatima Jinnah
Women University**

Strategic Plan Document

Quality Enhancement Cell

Table of Contents

1. Vision Statement.....	3
2. Mission Statement	4
3. Alignment of Department's Goals with FJWU Strategy	5
3.1. Strategic Priority 1	5
3.2. Strategic Priority 2	8
3.3. Strategic Priority 3	10
3.4. Strategic Priority 4	13
3.5. Strategic Priority 5	19
4. Action Plan	21
5. Input/Output Matrix.....	50

1. Vision Statement

FJWU Vision	Office's Vision	Nature of Alignment
To aspire and innovate for a sustainable future by promoting higher education, research, collaboration, and community engagement to achieve societal empowerment	Envisions attaining the highest level of quality assurance in higher education and research by ensuring innovation, inclusivity, and excellence in teaching and research.	Achieving Excellence and Quality Assurance through Innovation, Inclusivity, and Continuous Improvement Mechanism in Higher Education

2. Mission Statement

FJWU Vision	Office's Vision	Nature of Alignment
To achieve excellence through a conducive learning environment for collective well-being and societal transformation.	To facilitate the academic departments for upholding the highest standards of teaching, research, and administration by establishing a comprehensive quality assurance system for academic and administrative excellence based on informed decisions, continuous assessment, and quality compliance at par with national and international accreditation standards, thereby positioning the university as a benchmark for excellence in women's education while facilitating the professional development of faculty and staff.	- Developing quality assurance mechanisms for the collective well-being - Facilitating Professional development through continuous assessments, quality compliance, and informed decisions for societal transformation and conducive learning environment.

3. Alignment of QEC's Goals with FJWU Strategy

3.1. Strategic Priority 1: How to bring about a paradigm shift toward entrepreneurial mind-set?

Goal	Strategy	Actions
Initiating the ever-evolving educational trends and technologies for capacity building of faculty, staff, and students at FJWU	- Alumni and Graduating Survey - Employer Survey - Capacity building training	- To provide departments the guidelines for improving curriculum and teaching practices to bridge the industry-academia gap, based on Survey findings. - To sensitize faculty about new trends and technology in Higher education through training/workshops, seminars, and webinars etc (OBE, AI). - Adoption and implementation of HEC's new policies and trends promptly - To conduct training of relevant academic and administrative staff to streamline processes

3.2 Strategic Priority 2: How will Digital platforms be enhanced for virtual teaching? (LMS, Hybrid mode of teaching. Shift toward paperless practices for assignments)

Goal	Strategy	Actions
- Maintain and enhance academic standards through monitoring and evaluation (M&E) - Provide constructive feedback for quality assurance of academic programs - Keeping the Higher Education Commission updated on all performance indicators - Maintaining the data repository	Meeting all goals via online platforms (UMS)	Adoption of CMS for all Surveys, Course files, and data repository Conduct regular in-house meetings for reviews Encourage all departments to work in a paperless environment Developed a comprehensive online feedback system for students and faculty Continuous information sharing with HEC through online portals

3.3 Strategic Priority 3: How to Inculcate High Impact teaching practices and collaborative teaching practices.

Goal	Strategy	Actions
- Develop policies and procedures and ensure their implementation for an efficient quality assurance mechanism - Maintain and enhance academic standards through monitoring and evaluation (M&E) - Verify existing programs to ensure they meet their objectives and institutional goals - Provide constructive feedback for quality assurance of academic programs - Present academic programs for review by the various governing and accreditation bodies for each discipline and implement a robust program of evaluation	Evaluation of curriculum and teaching practices for continuous improvement at the Department level	Survey filling; Self-Assessments; Program Review for Effectiveness and enhancement (PREE); Revamped Intuitional Performance Evaluation (RIPE); compliance, implementation/rectification plans; Pursue Accreditation status, Presentation of Reviews' (internal and external) findings to Institutional Quality Circle (IQC) and future roadmap; Upkeep with changing trends in Higher education, technological advancements, and maintaining the minimum standards for curriculum review through robust monitoring and evaluations mechanisms

3.4 Strategic Priority 4: How to align course content with priority areas such as SDG, skill based learning?

Goal	Strategy	Actions
Initiating the ever-evolving educational trends and technologies for capacity building of faculty, staff and students at FJWU	Conducting continuous professional development programs/training workshops	- Workshops on Outcome-Based Education, Assessment Process, quality assurance, plagiarism, Artificial Intelligence - Promoting SDGs-focused curriculum through IQC

3.5 Strategic Priority 5: How to vitalize alumni network for enhancing university brand image and financial sustainability issues of university?

Goal	Strategy	Actions
Provide constructive feedback for quality assurance of academic programs	Conduct of Alumni and Employer's Survey	- Alumni Survey and alternate strategic measures - Sharing of survey findings with the departments and Alumni office - Compliance of survey to improve quality of programs

4. Action Plan

Action	New/Upgrade	Responsible Person	Internal Stakeholder	External Stakeholder	Start Time	Complete Time
- To provide departments the guidelines to improve curriculum and teaching practices to bridge industry-academia gap, based on Survey findings - To conduct training to sensitize faculty about new trends and technology - Adoption of CMS for all Surveys, course files, data repository - Survey filling, Assessment and Postgraduate Program Review, RIPE, compliance, implementation plan - Workshops on OBE, Assessment Process, quality assurance, plagiarism, AI - Alumni Survey and alternate strategic measures	Pakistan Precepts, Standards and Guidelines for Quality Assurance in Higher Education (PSG-2023)	QEC/HEC	- Institutional Quality Circle (IQC) - Academic Departments	Experts for External Quality Assurance	Fall 2024	Spring 2025
	Dependencies	Base Number	Target Number	Budget	Contingency Plan	
	LMS, Coordination between Academic Departments and QEC, HEC, Alumni Association/office at FJWU	40%	60%	QEC/University Budget	Alternate online platform	

5. Input/output Matrix

Action	Inputs	Outputs	Efficiency (KPI)	Outcomes (Targets)
To provide departments the guidelines to improve curriculum and teaching practices to bridge industry-academia gap, based on Survey findings	Surveys • (Proforma 1 & 10 (Course & Teacher Evaluation • Proforma 2 (Teacher's Course Review Report) • Proforma 3 (Survey of Graduating Students • Proforma 4 (Research Students Progress Review Form • Proforma 5 (Faculty Survey) • Proforma 6 (Survey of Departments Offering PhD • Proforma 7 (Alumni Survey) • Proforma 8 (Employer Survey)	Feedback/survey results	Improved teaching and applied research practices	• Improved employability • Self-employed graduates
To conduct training to sensitize faculty about new trends and technology	Training workshop (2 annually)	Number of participants (30)	Use of innovative techniques in teaching and research	Innovative techniques
Adoption of CMS for all Surveys, course files, data repository etc.	QEC module for LMS	Paperless environment	Enhanced feedback on surveys	Less carbon footprints at FJWU
Survey filling, Assessments, Postgraduate Program Review, RIPE, PREE, Compliance, implementation plan	• Customized Academic Activity Calendar • Conduct of surveys and program review visits	Feedback of stakeholders	Enhanced teaching practices Best practices	Quality assurance of teaching and learning
Workshops on OBE, Assessment Process, quality assurance, plagiarism, AI	Conduct of training workshops (2 annually)	Number of participants (25)	Productivity enhancement of academic staff	Well trained faculty and staff
Alumni Survey and alternate strategic measures to get responses	Conduct of survey and sensitization of departmental focal persons	Responses of alumni	Better alumni engagement and financial support	Alumni engagement

Annexures

Assessment Surveys

Available at <http://qec.fjwu.edu.pk>